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the other multitude of races embraced in Austria's former dominions was a formidable task. No wonder the solution was not altogether satisfactory. Here again all faith was pinned to later adjustments through the League of Nations. The Conference's veto of the proposed union of German-Austria with Germany, he feels was an error, though confessedly done, not to make Austria suffer, but because "it is only after she (Germany) has successfully passed a period of probation and has shown that she has fundamentally changed her methods and her point of view, that the rest of the world can accord her such aggrandizement" (p. 227).

The settlement of the questions concerning "Hungary and the Adriatic" was planned in such a way as to foster racial unity and to put an end to "the most odious system of racial oppression known to modern Europe" (p. 235), and the same broad outline was in view in the attempts of the Conference to settle the Balkan question. Recent events show that these efforts were not altogether successful, but that is not so much the fault of those who gave their thought to the matter, as to the present inchoate and impotent state of the League.

Recognizing that "the treaty of Versailles . . . is by no means a perfect instrument" but declaring that "it represents an honest effort to secure a just and durable settlement" (p. 31) of the problems growing out of the War, the facts as set forth in this volume increase the reader's disgust with that brand of "peanut politics" which made the whole instrument a campaign document, and at that so-called statesmanship which so prejudiced our people about it for partisan ends. Had this volume been written for popular use, it might have had a large effect on the campaign of 1920. At any rate it is a vindication of the part the representatives of the United States played at Paris, an *apologia pro operibus suis* and a most valuable bit of real history.

FLOYD KEELER, A.M., S.T.B.

Education and Social Movements, 1700-1850. By A. E. Dobbs. London: Longmans, Green & Co., 1919. Pp. 257.

The main social movements which affected education in England during the Eighteenth and the first half of the Nine-

teenth centuries offer the topics treated in this scholarly work. A better idea of the method of treatment might be given were the title inverted and made to read *Social Movements and Education*, for the social rather than the educational interest predominates. In a broad sense the work is, however, a review of English popular education during the period.

In Part I, devoted to the Eighteenth century, the treatment includes the Social Environment on the Eve of the Industrial Revolution, Schools and Literature, and the Era of Revolutions. Part II, covering the first half of the Nineteenth century, treats of Elementary Education, the Mechanics Institutes and Higher Education, Libraries and Literature, Education by Collision, and the Social Outlook.

As noted above, the social interest dominates throughout and education is only referred to as it is related to the social institution or movement under study. The educational interest is furthermore of the broadest kind; it includes all those cultural influences which affected, or were affected by, the masses of the people. For this reason the work is of real value as an historical study for either the students of sociology or education. It is very well written and has abundant notes and references.

PATRICK J. MCCORMICK.

English Political Parties and Leaders in the Reign of Queen Anne, 1702-1710. By William T. Morgan. New Haven, 1920: Yale University Press. Pp. ix+416.

This brilliant study of English party life appeared first as a Yale doctoral dissertation. After some revision, it was awarded the Herbert Baxter Adams Prize by the American Historical Association, and thereupon published by Yale University as one of its splendid series of historical studies. Dr. Morgan has done an authoritative, critical work in a period of English history little developed and in a phase of English party life still less developed. The general student may not be interested, but the specialist and scholar in the Eighteenth century will find his own scholarship stimulated and improved by Dr. Morgan's thorough study of Queen Anne, the early